

CULTURALLY RESPONSIVE TEACHING APPROACH BY USING KAHOOT IN TEACHING ENGLISH

Dewi Kesuma Nasution^{1*}

^{*1}English Education Department Universitas Muhammadiyah Sumatera Utara

^{*1}*email:* dewikesuma@umsu.ac.id

Abstract: This research paper aims to investigate the implementation of Culturally Responsive Teaching approach by using Kahoot in Teaching English: in a translation class. A total of 37 undergraduate students with different cultural backgrounds were involved in the study. The research employs qualitative data collection technique. Qualitative technique involved questionnaires administered to students. The questionnaires revealed three aspects of Kahoot contribution to translation class: 1. Kahoot's contribution to students' learning motivation, 2. the effectiveness of Kahoot in translation class, 3. the contribution of Kahoot on students' translation ability. The findings revealed that students report increased levels of enthusiasm in translation class, indicating a potential shift towards a more culturally responsive translation class. Secondly, the majority of students also reported that the usage of Kahoot is engaging and should be carried out regularly as a class evaluation. Thirdly, the majority of students think that Kahoot could help them better analyze the aspects of translation errors.

Keywords: Culturally Responsive Teaching, Kahoot, Translation

Introduction

In the dynamic landscape of education, the pursuit of effective teaching methodologies that not only engage students but also resonate with their diverse cultural backgrounds has become imperative. In the meantime, the integration of technology in the classroom has opened avenues for innovative instructional approaches, allowing educators to tailor their methods to meet the unique needs of a multicultural student body. Cultural diversity within classrooms presents both challenges and opportunities for educators. Recognizing and embracing this diversity is fundamental to fostering an inclusive learning environment that promotes academic success and cultural competency. The aim of this research is to investigate the impact of employing Kahoot, a gamified educational tool, as a vehicle for delivering Indonesian-English translation lessons in a manner that aligns with the principles of Culturally Responsive Teaching.

A fundamental tenet of culturally responsive teaching involves the recognition and representation of diverse cultures through instructional methods and practical applications (Rose, 2014). To ensure the effectiveness of this teaching approach, both educators and students are required to adhere to an elevated standard of learning, wherein considerations of diversity and inclusion permeate every educational discourse (Milner, 2018). The role and readiness of an educator (lecturer) is expected to be able to act creatively in creating a variety of fun learning activities for students as learners in the learning process. (Tussadiah & Febriyana, 2021). Teaching

and learning variables interact as learners work toward their goals and incorporate new knowledge, behaviors, and skills that add to their range of learning experience (Wulan Sari & Winona Emelia, 2022).

Kahoot games can be designed to incorporate content and questions that reflect diverse cultural backgrounds and experiences. This can help to make English language instruction more relevant and meaningful for students from different cultures (Chan & Chiu, 2017). Kahoot games can be used to explore cultural themes and build connections between students from different cultural backgrounds. This can foster understanding and respect for diverse cultures (Cavanaugh, et. al. 2016). Kahoot games can be used to prompt students to critically think about the role of language in different cultures and how language can be used to represent different perspectives. This can help students develop a more nuanced understanding of language and communication (Moen, 2015).

Without the captivating features of technology, holding student attention during lectures or textbook exercises can be difficult. This is especially true for digital-native learners accustomed to faster, interactive mediums (Açıkgöz & Güven, 2020). Traditional methods might seem static, leading to disengagement and decreased motivation (Warschauer & Fotos, 2002). Traditional methods often struggle to cater to individual learning styles and paces. Without adaptive learning tools or personalized activities, some students might find the pace too slow or too fast, leading to frustration or boredom (Graham, 2013). Exposure to Authentic Language: Without online tools and resources, students might have fewer opportunities to encounter authentic English materials like movies, music, or news. This can restrict their exposure to diverse accents and colloquialisms, impacting their understanding of real-world English communication (Crystal, 2011).

Technology often provides easy access to self-paced practice tools and online resources. In traditional settings, students might rely more heavily on the teacher for guidance and lack the tools to develop independent learning skills (Warschauer & Fotos, 2002). Limited Feedback: Traditional methods like written essays or oral presentations can be time-consuming to evaluate, leading to less frequent and detailed feedback for students. This can hinder their progress and understanding of strengths and weaknesses (Stiggins & Chappuis, 2005). Without gamification features or digital progress tracking tools, students might face difficulties staying motivated and monitoring their learning journey. This can lead to a lack of self-awareness and impact their learning goals (Ryan & Deci, 2000).

There has been numerous studies on the use of Kahoot in teaching English. However, none has tried to study on its effectiveness on translation class. This study, therefore, seeks to fill the gap by integrating Kahoot in a translation class with the addition of culturally relevant contents.

Literature Review

Cultural responsiveness in pedagogy is integral to the dynamics of learning, as asserted by Gay (2010). This educational approach aims to foster active engagement, enrichment, and academic success for all students by acknowledging and appreciating the vast spectrum of cultural diversity. Central to this framework is the recognition and cultivation of students' cultural strengths, along with a validation of their lived experiences and societal positioning in the broader context (Villegas & Lucas, 2007). Practitioners of culturally responsive pedagogy exhibit

commitment to cultural competence, set elevated educational expectations, and adopt roles as both facilitators and perpetual learners in the educational process.

Culturally responsive teaching constitutes a pedagogical approach aimed at fostering and endorsing cultural distinctions within the educational setting, thereby fostering a perception of equity that serves as a catalyst for students' academic achievements, irrespective of their demographic or cultural background. Although this learner-centric methodology was not historically integrated into mainstream education, it is currently regarded as indispensable for the overall success of students (Polly et al., 2014).

Kahoot! represents a Game-based Student Response System (GSRS), transforming the classroom into a game show where the teacher assumes the role of the host, and the students actively participate as contenders, as articulated by Wang (2015). Kahoot has been used to teach various skills in English. This includes listening, vocabulary, reading, and pronunciation. Yürük (2020) for example, discovered that Kahoot application can be used in different educational stages for developing EFL pronunciation skills. In addition.

Method

The participants in this study are the fifth semester students consisting of 7 male and 31 female students of English Education Department, Universitas Muhammadiyah Sumatera Utara. They were taking translation course as part of their semester credits. Kahoot has never been used previously by the lecturer. As the university is located in Medan, North Sumatera where the culture is diverse, the campus has students from different ethnicities. From majority to minority, they are Javanese, Malay, Bataknese, Sundanese, Minangnese, Acehnese and Arabian Indian by ethnicity.

In this study, data were collected through questionnaires which were administered to participants of students of the Universitas Muhammadiyah Sumatera Utara. The focus was on investigating their interests and motivations, Kahoot's applicability and its impact on improving students' ability in translation. We used Kahoot to give students exercises on the translation options. On the Platform, students get to see relevant pictures and four possible translation options. Below are two examples of the exercises.



Figure 1.

Culturally Responsive (Javanese) Translation Exercise using Kahoot



Figure 2.

Culturally Responsive (Medannese) Translation Exercise using Kahoot

The above samples are designed according to each individual students' cultural backgrounds. By doing this, Culturally Responsive Teaching approach is applied.

Having done the exercises, students get to fill out the questionnaires. The questionnaires were distributed on a Google Form. Likert scale of Strongly Disagree (SD), Disagree (D), Nuetrel (N), Agree (A), and Strongly Agree (SA) was applied in this study. The questionnaires primarily has three different indicators including motivation, effectiveness, and translation skill. The motivation indicator consists of 7 questions items, the effectiveness indicator consists of 5 questions items, and the indicator of Kahoot contribution to students translation skill consists of 8 questions items. The questions items are modified with references the theory of learning motivation according to Sardiman (2014), effectiveness according to Jhon Carrrol (1981 in McGrew, 2023).

Results and Discussion

This study obtained data on students' experience on using Kahoot in the learning process of translation class. The data were interpreted and analyzed to get a picture of students' perceptions that serve as a reference to evaluate the implementation of using Kahoot in translation class. The following table presents data on Kahoot contribution to students' learning motivation.

Table 1.
Kahoot Contribution to Students' Learning Motivation

No.	Item	SD	D	N	A	SA
1	Inspires me to promptly respond to queries	0	0	0	10	27
2	Ignites my desire for friendly competition, fostering a healthy spirit of rivalry with others.	0	0	0	12	25
3	Serves as a motivation for me to intensify my study efforts.	0	0	0	10	27
4	Generates enthusiasm for solving questions.	0	0	0	6	31
5	Acts as a driving force for me to achieve the highest score possible.	0	0	0	7	30
6	Encourages me to secure a position within the top five.	0	0	0	12	25
7	Inspires me to actively participate within the group.	0	0	0	12	25

The above table presents that 72% respondents strongly agree and another 27% respondents agree that Kahoot inspires them to respond quickly to questions, indicating a unanimous positive impact on their responsiveness. In the meantime, 67% respondents strongly agree and another 32% respondents agree that Kahoot ignites a desire for friendly competition, promoting a healthy spirit of rivalry among participants, fostering a healthy spirit of rivalry with others. In terms of serving as a motivation for them to intensify their study efforts, 72% respondents strongly agree and 27% agree that Kahoot serves as a powerful motivator for them to increase their study efforts. With regards to generating enthusiasm for solving questions, the majority of respondents (83%) strongly agree and another 16% agree Kahoot significantly generates enthusiasm for problem-solving among the participants. When it comes to acting as a driving force to achieve the highest score possible, the majority of respondents (81%) strongly agree and another 18% agree that Kahoot serves as a significant driving force for participants to aim for the highest achievable score.

Similarly, as for the item of encouraging them to secure a position within the top five, 67% respondents strongly agree and another 32% agree that Kahoot encourages them to strive for a position within the top five, reinforcing a sense of achievement and recognition. In the meantime, in relation to inspiring them to actively participate within the group, a total of 25 respondents

(67%) strongly agree and another 12 (32%) agree that Kahoot inspires active participation within the group, fostering a collaborative and engaged environment. In summary, the survey results consistently indicate strong agreement across all items, suggesting that the stated factors have a positive and motivating impact on the respondents' behaviors and attitudes towards the use of Kahoot.

The above findings are consistent with several previous research. Among others, Kahoot proves to be beneficial for learners in terms of assisting them in learning English (Aidoune et al., 2022). Lofti et al. (2021) also stated that Kahoot bring a great number of benefits: (1) motivating students to learn, (2) building a good atmosphere in class, (3) helping students to get focus, and (5) providing positive competition. English using media such as Kahoot is one effective strategy that makes students enjoy the teaching and learning process (Putri, 2019). In addition, the findings correlate with the findings of Korkmaz, S., Öz (2021) which suggest that Kahoot can be an effective way to motivate EFL learners, thereby enhancing their ability to comprehend various reading materials. Another advantage of using Kahoot is that Feedback is also given instantly, thus students can monitor their own learning pace and development. Kahoot! (Kaur & Naderajan, 2019).

The following table presents data on the effectiveness of Kahoot in a translation class.

Table 2.
The Effectiveness of Kahoot in Translation Class

No.	Item	SD	D	N	A	SA
1	Kahoot gives me context to translate culturally relevant terms	0	0	0	14	23
2	Option answers are a bit tricky since they are shapes	0	0	0	12	25
3	Fun and competitive Learning	0	0	0	10	27
4	Efficient use of time	0	0	0	8	29
5	I prefer my teacher to conduct Kahoot! activity at least twice a week.	0	0	0	25	12

Table 2 shows that around 86% of respondents find Kahoot helpful in understanding culturally specific terms. In the meantime, 93% of respondents find Kahoot engaging and efficient. In addition, around 97% participants appreciate the fun and competitive nature and efficient use of time offered by Kahoot!. In terms of its implementation, a majority (67%) want Kahoot! activities conducted at least twice a week. However, based on the table above, Kahoot offers some potential weaknesses. This includes some 57% of the respondents find the shape-based answer choices on Kahoot platform challenging as they are tricky answer options.

The present study corroborates findings by Bahar et al. (2020) regarding the efficacy of Kahoot as a technology-based learning tool in the hands of educators. Similarly, Irwan (2019)

highlights Kahoot's effectiveness in facilitating the teaching and learning process. These findings, coupled with its documented ability to enhance critical thinking and learning skills, underscore the need for further exploration and development of Kahoot's pedagogical potential.

Kahoot, a gamified learning platform, seamlessly integrates formative assessment with interactive quizzes, promoting student engagement and knowledge retention. Its unique features, including a real-time student monitoring system (Dewi & Mujib, 2018), contribute to an interactive, stimulating, and accessible learning environment, as evidenced by research (Nugraheny et al., 2019). Overall, the feedback suggests that Kahoot! is a well-received learning tool, primarily valued for its contextualization, engagement, and efficiency. However, addressing the perceived difficulty of answer options and potentially enhancing the learning focus could further improve its effectiveness.

Table 3 below presents the contribution of using Kahoot in improving students' translation skill.

Table 3.
The Contribution of Kahoot on Students' Translation Ability

No.	Item	SD	D	N	A	SA
1	Kahoot helps me understand grammar and syntax errors better	0	6	0	20	12
2	Kahoot helps me identify spelling errors in sentences better	0	7	0	19	12
3	Kahoot helps me identify word order in translation better	0	7	0	15	15
4	Kahoot helps me identify subject verb agreement in translation better	0	4	0	10	16
5	Kahoot helps me identify wrong collocation agreement errors in translation better	0	5	0	22	12
6	Kahoot helps me identify proper lexis in translation better	0	5	0	16	16
7	Kahoot helps me identify proper prepositions in translation better	0	0	0	15	22
8	Kahoot helps me identify the use of proper articles "the" and "a/an" in translation better	0	0	0	21	16

The above findings are crucial when it comes to improving students' translation ability. Based on table 3, from a total of 38 students, it shows that Kahoot gives a pretty good contribution to students' ability in translation from Indonesian into English. Eighty six (86%) of respondents strongly agree that Kahoot is effective in improving understanding of grammar and syntax errors. This in line with the research done by Zarzycka, P. E. (2016) where Kahoot! If found effective in learning grammar and is very high (90%). In the meantime, 83% of respondents perceive that

Kahoot is beneficial in identifying spelling errors, with a majority agreeing and strongly agreeing. Meanwhile, 81% of participants generally agree that Kahoot helps them identify word order in translation. However, 18% disagree as they think the time is not sufficient to identify word order in translation. Furthermore, Kahoot is viewed positively in aiding the identification of subject-verb agreement in translation, with a majority in agreement (27%) or strong agreement (43%). The platform is seen as particularly helpful (91%) in identifying wrong collocation agreement errors in translation, with a majority expressing agreement or strong agreement. Participants generally agree (86%) that Kahoot assists in identifying proper lexis in translation. Kahoot is recognized for its effectiveness in helping identify proper prepositions in translation, with a majority strongly agreeing (59%) and agree (41%). The tool is perceived positively in enhancing the understanding and use of proper articles "the" and "a/an" in translation, with most respondents in agreement (57%) or strong agreement (43%).

The results of this study strengthens the research of Irwan (2019) that Kahoot is effective as a learning medium in supporting the teaching and learning process. Kahoot can improve students' thinking and learning skills so it needs to be developed. Dellos (2015) states that with Kahoot, students can demonstrate their knowledge, understanding, and abilities without any pressure.

Kahoot is an interesting and fun learning medium for students. According to Gloria (2019) the benefits of using Kahoot as a learning medium include being able to help recall the material that has been given; increase enthusiasm for learning; increase motivation in learning; increase interest in learning; and can increase knowledge about the material provided.

Conclusion

The game-based learning platform, Kahoot, has demonstrated favorable effects on student engagement, academic performance, and the development of interdisciplinary skills, as evidenced by Guardia (2019). Nevertheless, the application of Kahoot in language education, specifically within English language classrooms involving both learners and educators, introduces distinctive challenges and prospects, as elucidated by Kohnke, L., and Moorhouse (2021). These studies collectively suggest that while Kahoot can be a valuable tool in a culturally responsive teaching approach, its implementation should be tailored to the specific needs and context of the learners. The CRT approach incorporated in the study emphasizes the importance of recognizing and valuing students' diverse cultural backgrounds. Kahoot is utilized to design culturally relevant quizzes, incorporating language elements within culturally familiar contexts, to create an inclusive and engaging learning environment. The findings suggest that the integration of Kahoot within a CRT framework positively influences students' language acquisition, motivation, and cultural awareness.

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